



Impact of Pupil Premium 2016 - 2017

Summertime uses 'Herts for Learning' steps assessment to monitor progress. Children are expected to make 3 steps of progress in each academic year.

Progress Summary of Disadvantaged Pupils across the School

Years	No. of Pupils	Reading		Writing		Maths	
		% making expected progress	% making more than expected progress	% making expected progress	% making more than expected progress	% making expected progress	% making more than expected progress
1 – 6 (2016 - 2017)	38	79%	40%	63%	32%	84%	37%
1 – 6 (2015 - 2016)	32	81%	22%	75%	16%	84%	19%

The large majority of disadvantaged children are making expected progress in reading and maths. Writing is lower for both disadvantaged and other children across this school. This issue is being addressed through the school development plan and improving standards in writing across the school is Priority 1.

Breakdown of Progress Summary of Disadvantaged Pupils Year 1 – 6

Year	No. of Pupils	Reading		Writing		Maths	
		% making expected progress	% making more than expected progress	% making expected progress	% making more than expected progress	% making expected progress	% making more than expected progress
1	6	67%	0%	67%	0%	83%	0%
2	4	100%	75%	75%	25%	100%	75%
3	6	67%	0%	33%	0%	67%	0%
4	3	100%	67%	67%	67%	100%	67%
5	12	75%	42%	50%	25%	75%	25%
6	7	86%	71%	100%	86%	100%	86%

End of Key Stage 2 (Year 6) Progress Summary

No. in cohort	55	Reading		Writing		Maths	
No. of disadvantaged	7	School All	School Disadvantaged	School All	School Disadvantaged	School All	School Disadvantaged
Progress Score (please indicate if sig+ or sig -)		5.5 Sig +	5.8 Sig +	0.9	1.7	6.29 Sig +	7.82 Sig+

End of Key Stage 2 progress data is based on Year 6 SATs results measured against their End of Key Stage 1 data. This is based on provisional 2017 data provided by HfL. Across all areas, the disadvantaged children have made better progress than others.

Attainment of Disadvantaged Pupils

The attainment of children is judged against National Curriculum Standards and reported using 'Herts for Learning' assessment package. The children are judged as being below, at or beyond Age Related Expectations (ARE).

Year	No. of Pupils	Reading		Writing		Maths	
		% at ARE and beyond	% beyond ARE	% at ARE and beyond	% beyond ARE	% at ARE and beyond	% beyond ARE
1	6	83%	17%	83%	0%	100%	17%
2	4	75%	0%	75%	0%	100%	0%
3	7	71%	14%	71%	0%	100%	0%
4	4	50%	0%	50%	0%	75%	0%
5	12	58%	8%	33%	0%	67%	8%
6	7	86%	14%	86%	14%	100%	14%

Impact of Early Years Pupil Premium 2016 - 2017

There are three areas of learning that are used to measure the progress and attainment of children in Early Years which are indicative of their capacity to learn now and in the future. These are 'Communication and Language', 'Physical Development' and 'Personal, Social and Emotional Development'. The progress and attainment of disadvantaged children in our Early years setting are outlined below.

Summary of Progress

Year	No. of Pupils	Communication and Language		Physical Development		Personal, Social and Emotional Development	
		% making expected progress	% making more than expected progress	% making expected progress	% making more than expected progress	% making expected progress	% making more than expected progress
Nursery	0						
Reception	2	50%	50%	100%	50%	50%	50%

Summary of Attainment

Year	No. of Pupils	Communication and Language		Physical Development		Personal, Social and Emotional Development	
		% at ARE and beyond	% beyond ARE	% at ARE and beyond	% beyond ARE	% at ARE and beyond	% beyond ARE
Nursery	0						
Reception	2	50%	50%	100%	50%	50%	50%